

Year 10 and 11 Art Textiles Curriculum Rationale

To provide students with experiences in a range of materials and with a range of processes and techniques making them aware of the practical life skills they can utilise in their own lives and gain an appreciation of how products are manufactured wide scale in an industrial context. To develop a knowledge of materials, skills and processes combined with enriched communication skills to be creative in solving problems and developing a solution or product for a target market. To prepare students for their NEA by being able to identify and solve problems for a client's needs.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
Term 1 and 2 (14 weeks) Project 1 and body of works						
Introduction to course	Develop independence in using the sewing machine – gathering, quilting, couching, free motion embroidery	Builds on skills taught in KS3.	Project 1 and body of works assessed using GCSE specification grade descriptors. A01-4	Correct use of subject specific terminology – Adapt resources for SEND (group includes 1 SEND student with particular needs) Tier 3 vocabulary to describe findings from sampling	REALISING – <i>Automaticity</i> <i>Speed and accuracy</i> for all practical tasks	
Project 1 – 'Structure'	Understand the order of the projects – title page, mindmap, moodboard	Gain knowledge to enable students to become independent in later projects	Teacher formative feedback on project – given throughout each stage as work is produced, ensuring that constant improvements are made, and high expectations are sustained.		REALISING <i>Automaticity</i> <i>Speed and accuracy</i> LINKING <i>Generalisation</i> <i>Abstraction</i>	Mixed media studies based off 'Structure'
Explicit linking to Assessment objectives	Creating a foundation of understanding for final GCSE project	Assessment objectives linked to Project 1			ANALYSING <i>Critical thinking</i> LINKING <i>Generalisation</i>	Photography primary sources based off 'Structure'
Traditional methods	Batik, couching, applique, reverse applique, natural printing, lino printing	Emphasis on visual qualities and presentation. Focus on links to			ANALYSING <i>Critical thinking</i> CREATING <i>Fluent & Flexible thinking</i>	Present samples and responses in sketchbook

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	and silk screen printing.	'Structure'. Sample study using traditional methods.				
Block printing	2D design used to create a block print from primary image, laser cut onto MDF for use in work as a sample.	Digital method to inform later works if needed – exploring wide range of techniques and processes.			Creating <i>Originality</i> <i>Intellectual playfulness</i> Meta-Thinking <i>Self-regulation</i>	
Artist 1 – Researching and linking to existing artists work	How to link own work to artists, creating work inspired by chosen artists, refined samples using previously learned techniques.	Emphasis using own style and drawing from techniques of experienced practitioners.			Analysing <i>Critical or logical thinking</i>	Present and complete write up of artist 1 in preparation for responses during lesson
Mixed media and non-traditional techniques	Encourage to experiment and take risks to extend and refine sampling	Taught to extend students' knowledge while applying to their own projects.			ANALYSING <i>Critical thinking</i> LINKING <i>Connection finding</i> <i>Generalisation</i>	
Artist 2 – Independently chosen	Ability to independently choose and link an artists work to their own practice	Encourage independent working in preparation for Year 11 Exam Project		Use of tier 3 vocabulary for annotating	Analysing <i>Critical or logical thinking</i>	Independently select an artist of their choosing or from a selection given to them by the teacher – complete research in the same format as artist 1

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Deeper research into independently chosen artist	Develop deeper understanding of an unfamiliar way of working	Higher level working for assessment objective 2/3			Meta-thinking <i>Meta-cognition</i>	Research techniques used by chosen artist – gather information in preparation for lesson to enable them to create responses
Terms 3 and 4 (12 weeks)						
Sewing machine techniques	How to set & use sewing machine safely. How to troubleshoot issues on machine e.g set up bobbin/thread machine	Encourages further independence and confidence in the classroom Emphasis on accuracy.	Project 1 and body of works assessed using GCSE specification grade descriptors. A01-4		REALISING <i>Automaticity</i> <i>Speed and accuracy</i> Meta thinking <i>Self-Regulation</i>	
Traditional and non-traditional sampling	Digital textiles – photoshop skills on a primary taken photo to distort/change based of an artists work.	Broaden students knowledge of various techniques when using them to inform final ideas.	Teacher formative feedback on project – given throughout each stage as work is produced, ensuring that constant improvements are made, and high expectations are sustained.		Meta-thinking <i>Strategy-planning</i> Linking <i>Connection finding</i>	
Iterations/ further sampling	Students looking at building upon and creating a range of different outcomes – informs further refined sampling.	Understanding how to develop ideas for a final response – Year 11 Exam Project			Creating <i>Evolutionary and revolutionary thinking</i> Analysing <i>The ability to break down a task, decide on a suitable approach, and then act.</i>	

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Refining through final ideas	Using initial ideas/research/iterations and sampling to begin thinking of possible final outcomes AO3/4	Training students to critically think and analyse independently developed ideas to create a high level outcome linked to their theme			Creating <i>Originality</i> <i>Flexible thinking</i> <i>Evolutionary and revolutionary thinking</i> Analysing <i>The ability to break down a task, decide on a suitable approach, and then act.</i>	Research and annotate final ideas page – clear vision of what the response will be to enable students to gather materials/resources
Creating Final Outcome	Guided outcome, drawing from all research from Structure – focusing mainly on linking all the work together	Preparation for mock PPE. Students to work with independence successfully during exam project in Year 11			Realising <i>Speed and accuracy</i> Linking <i>Connection finding</i> <i>Imagination</i>	
Term 5&6 – Beginning of Project for PPE (Independently chosen)						
Sustained project	Chosen from selection of titles presented to group	Preparing for independent exam project Term 3 Year 11, following the same structure as project 1	Project 1 and body of works assessed using GCSE specification grade descriptors. A01-4		Realising <i>Automaticity</i> Linking <i>Big picture thinking</i>	Title page and mindmap completed and presented
Focus/point of research	Ability to make informed decisions to narrow the focus of	Preparing for the independent project where individualised	Teacher formative feedback on project – given		Realising <i>Automaticity</i> Creating <i>Fluent thinking</i>	Photograph primary sources of chosen focus – present on moodboard

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	their sustained project	feedback is not given	throughout each stage as work is produced, ensuring that constant improvements are made, and high expectations are sustained.			
Artist 1	Ability to independently choose and link an artists work to their own practice	Emphasis using own style and drawing from techniques of experienced practitioners.			Realising <i>Automaticity</i> Analysing <i>Critical or logical thinking</i>	
Deeper research into techniques/focus	Understanding and developing their own initial ideas through existing work of practitioners	Students will use prior knowledge from 'Structures' to inform their work			Realising <i>Automaticity</i>	
Artist 2	Ability to independently select and link an artists work to their own practice	Research for artist 2 completed during the last week of term 6 and techniques researched for Term 1 of Year 11, preparation for sampling/responses			Realising <i>Automaticity</i> Analysing <i>Critical or logical thinking</i>	
Year 11 (Up until January release of AQA Exam Titles) Preparation for PPE						
Continuation of sustained project		Format to be completed as 'Structures' – students	PPE to create a final response to an independently developed project		Realising <i>Automaticity</i> Meta-thinking <i>Self-regulation</i>	Prepare resources/materials to support high level completion of the PPE final response

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Exam project January 1 st – Students to work independently	Students to work independently through chosen exam project question	Students use prior knowledge from 'Structures' and sustained project to inform decisions	– assessed again AO descriptors. Faculty moderation and external moderation to assess Exam Project against AO descriptors.		Realising <i>Automaticity</i> <i>Speed and accuracy</i> Analysing <i>Precision</i> <i>Complex and multi-step problem solving</i>	
Start of Independent Exam Project						